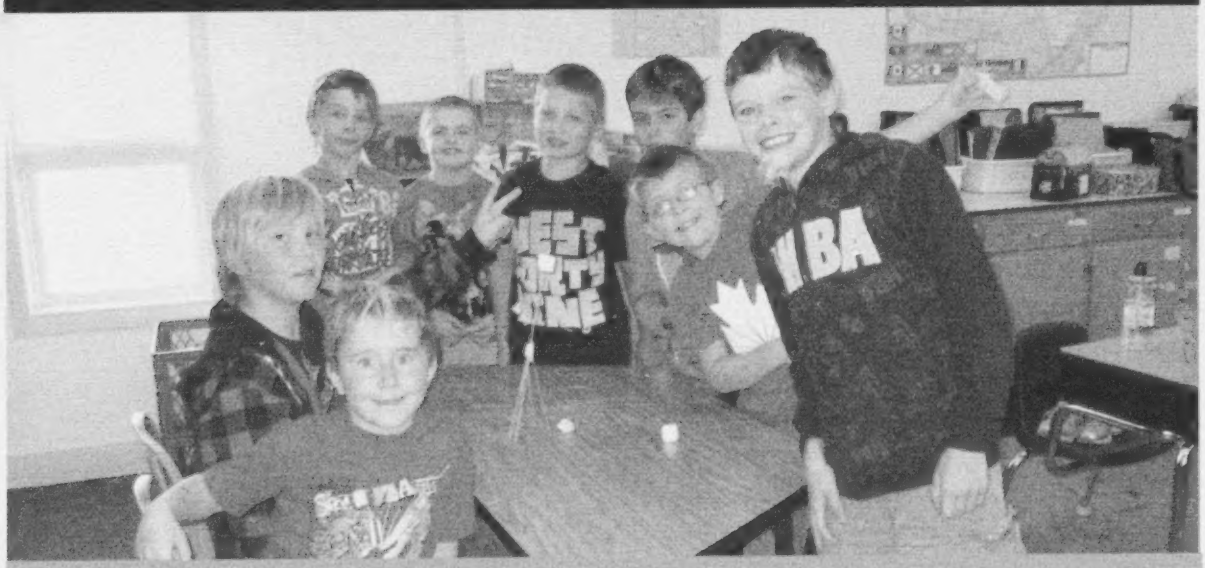
CARE | COMMITMENT | COURAGE | HONESTY | INCLUSION | INNOVATION | INTEGRITY | MUTUAL RESPECT | TRUST



Annual Report

2011-12

ANNUAL MEETING

MAY 22, 2013

BREADY SCHOOL | NORTH BATTLEFORD, SK

LIVING SKY SCHOOL DIVISION NO. 202

LIVING TO LEARN

Who We Are

Living Sky School Division is situated in Northwest Central Saskatchewan. It encompasses a wide geographic area including the Battlefords, many communities, villages, first nation communities and hutterite colonies.

We are located in the heart of wheat and oil country. The recreational and outdoor pursuits are plentiful from camping, fishing, hunting and water sports in the summer to downhill and cross-country skiing, snowmobiling and ice fishing in the winter. The area offers a rich historical and cultural experience that is reminiscent of our past.

Currently, thirty-one schools are located in 19 communities. Our schools include PreK-12, elementary, high schools and alternate schools with a student population of approximately 5,700 students. Our diverse school population is reflected in a wide variety of programs that meet the guidelines of Saskatchewan Core curriculum and local needs of the community.

Vision Statement

Growth Without Limits, Learning For All

It Is a statement that represents an environment where staff and students flourish. It is what the Living Sky School Division looks like when we follow our belief system.

Quick Facts

- 10 Board Of Education members
- 6 represent rural areas
- 3 represent the City of North Battleford
- 1 represents the Town of Battleford
- 25,229 voters in the district
- 31 schools in 19 communities
- 5,700 students

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A KEN ARSENAULT
Board Chair
Subdivision 1
Leoville, Meadow Lake, Medstead, Spiritwood

B RONNA PETHICK
Board Vice-Chair
Subdivision 4
Cut Knife, Unity, Hillsvale Colony

C BOB FOREMAN
Board Member
Town of Battleford

D ROY CHALLIS
Board Member
City of North Battleford

E KIM GARTNER
Board Member
Subdivision 5
Macklin

F RON KOWALCHUK
Board Member
Subdivision 2
Hafford, Maymont, Meota

G GARTH LINK
Board Member
City of North Battleford

H TODD MILLER
Board Member
Subdivision 3
Cando, Scott Colony, Wilkie

I JACK SNELL
Board Member
Subdivision 6
Kerrobert, Luseland, Major, Lakeview Colony

J GLENN WOUTERS
Board Member
City of North Battleford

K RANDY FOX
Director of Education

L LONNY DARROCH
Chief Financial Officer

Board Chair Report – Ken Arsenault

The Living Sky School Division No. 202 Board of Education consists of ten members. These members serve 5,700 students and 900 staff in 31 schools located in 19 communities.

The Boards role is set out in The Education Act and operates as a policy directed governance body. Twenty three policies guide the board in its role of:

1) Providing Direction
2) Setting Expectations and Accountability
3) Resources, human and financial
4) Monitoring Results

The Operational Plan set out from 2012 to 2016 is the direction set out for the division. This plan aligns with the mandate set out by the Ministry of Education. Opportunities and goals are set for both students and staff.

The ongoing process of changing to a new funding model continues to negatively affect our division. Transition funding has been reduced creating a shortfall that was addressed by delaying some facility projects and constant work by staff on efficiencies in areas of staffing and operation. Due to auditing by the Provincial Auditor, there are increased demands for fiscal accountability.

As a result of growth at the elementary schools within the Town of Battleford and the City of North Battleford a committee is working at moving the Grades 7 and 8 to the North Battleford Comprehensive High School. The board members taking part on this committee are Glenn Wouters, Garth Link, Roy Challis and Bob Foreman. Increased programming opportunities, relief of overcrowding and financial efficiencies are the main benefits of such a grade reconfiguration of schools in these communities.

The continuous agenda allows for scheduled reports and meetings throughout the school year. Senior Staff, School Community Councils, MLA's and Light of Christ School Division are a few of the delegations who meet with or report to the board on an ongoing basis.

Living Sky Staff not only have their day to day tasks in the division but are also having their opinions sought by the Ministry of Education. This is an example of the quality of staff within the division. They are eager to participate when called upon even though it creates an increase in their work load.

Growth Without Limits Learning for All is the vision of the division that applies to students, staff and board. Participation in Saskatchewan School Board Meetings, Rural Education Congress and the Canadian School Board Association are just some of the learning opportunities for board members.

Our students are the reason that Living School exists. We believe that all the day to day work that is done is done on their behalf. The job of the board is easier because of the dedication, hard work and professionalism of the staff both in the schools and in central office. The students, parents, staff and communities are what make our school division one we can be proud of.

Your Board Members are:

Subdivision 1: Ken Arsenault
- School liaison for Hartley Clark, Leoville, Medstead, Meadow Lake and Spiritwood High.
- Committee member for the Associated School, CUPE, Special Events, Audit Committee, Boundaries
- Board Chair

Subdivision 2: Ron Kowalchuk
- School liaison for Hafford and Maymont
- Committee member for CUPE, Audit Committee and Maymont Joint-use Facility

Subdivision 3: Todd Miller
- School liaison for Cando, Mclurg, Norman Carter and Scott Colony
- Committee member for Treaty Land Entitlement

Subdivision 4: Ronna Pethick
- School liaison for Unity Composite High, Unity Public, Cut Knife Elementary, Cut Knife High and Hillsvale Colony
- Committee member for LINC, Special Events, Treaty Land Entitlement and Public Sector
- Vice-Chair

Subdivision 5: Kim Gartner
- School liaison for Macklin
- Committee member for Catholic Advisory, Treaty Land Entitlement and Boundaries

Subdivision 6: Jack Snell
- School liaison for Kerrobert, Lakeview Colony, Luseland and Major
- Committee member for LINC

City of North Battleford:

Glenn Wouters
- School liaison for Lawrence and McKitrick
- Committee member for LINC and Battleford Facilities

Garth Link
- School liaison for Connaught and Bready
- Committee member for Special Events, Shared Facilities with Light of Christ School Division and Battleford Facilities

Roy Challis
- School liaison for Phoenix/Manacowin and North Battleford Comprehensive High School
- Committee member for CUPE, Treaty Land Entitlement, Audit Committee, Battleford Facilities, City Planning Commission and Sakewew

Town of Battleford:

Bob Foreman
- School liaison for Battleford Central, Heritage and St. Vital
- Committee member for Associated School, LINC, Boundaries and Battleford Facilities.

Director of Education's Report - Randy Fox

Overview

This report outlines activities in Living Sky School Division No. 202 for the period of September 1, 2011 to August 31, 2012.

Operational Plan

Prominent activities within Living Sky School Division No. 202 reflect the Board of Education's Operational Plan.
The Operational Plan for 2011-12 is included for your information.

The four priorities listed, Higher Literacy and Achievement, Equitable Opportunities for Students, Smooth Transition for Students, and System Accountability and Governance align with the four provincial priorities.

Approved September 14, 2011

Living Sky School Division No. 202

Growth Without Limits, Learning For All

OPERATIONAL PLAN

2011/12, 2012/13, 2013/14

1. **Higher Literacy and Achievement - Students and Staff**
   - i. Curriculum Implementation - Response to Intervention / Differentiated Instruction / Unwrapping Curriculum Outcomes
     - Math – First Steps
     - ELA
     - Phys Ed
   - ii. Assessment (as, for, of) Learning
   - iii. Supports for Student Learning
     - Professional Learning Communities (PLC's)
     - Understanding by Design (UBD)
2. **Equitable Opportunities for Students**
   - i. Supporting diversity
   - ii. Enhanced student behaviours
3. **Smooth Transitions for Students**
   - i. Partnership Advancement
4. **System Accountability and Governance**
   - i. Continuous Improvement Framework 2011-2014 – data building/reporting
   - ii. Operations Rationalization

Governance

During the period of this report, the Board of Education continued to govern as a policy directed board. The four key areas of responsibility for the Board include the following, according to Policy 2010 Role of the Board:

1. Providing Direction
2. Setting Expectations/Accountability
3. Resourcing, human and financial
4. Monitoring results

Goals for Student Achievement

Our Board of Education, for the first time, set goals for student achievement. A committee of administrators, teachers and central office staff worked together to develop goals in writing and math. More details are provided about the goals later in this report, but by focusing clearly on student achievement and the attainment of achievement goals, we believe our students will benefit. A focus on achievement goals calls for all of us to find ways to support our students.

Common School Division Assessments

Teachers are now collecting data based on the performance of our students on division wide assessments. Reading assessments help us understand our students' skills and abilities in this area, and make adjustments accordingly. As we move forward, we will see division wide assessments in writing and math. We will also see provincial assessments taking place beginning in 2015.

Professional Learning

Our teachers have been very busy as new curriculum documents are implemented in our schools. Through division wide in-service, as well as small group workshops, teachers have been learning about the curriculum documents, particularly about the change from objectives to student outcomes, and developing new skills and strategies appropriate to the new documents to use in the classroom.

English as an Additional Language

The number of EAL students in our school division continues to grow. This has meant assessing language levels of students new to Canada, and putting resources in place to support these students.

Transitions to Post-Secondary and Work

Much has been done to support students as they move through school and on to post-secondary training or work. Partnerships have resulted in events such as Try-A-Trade, a "trade show" atmosphere that provided opportunities for many students to learn firsthand about trades and trades opportunities.

Treaty Training and First Nations and Métis Student Achievement

We continue to support schools as they increase understanding of Treaty, and as they work to support our First Nations and Métis Students. We certainly appreciate the diversity of students that exist in our school division, and have taken opportunities to support this diversity through such things as the arts, through Elders, and through school wide programs such as the Universal Strategies on self-regulation

Technology

We are pleased to continue to see technology used effectively to support our students. We have begun the implementation of School Logic, a software system that will enable us to effectively track student achievement, and ultimately allow for direct parent access to such things as student attendance and grades. We continue to see students and staff use technology as they engage in learning. School technology requests are focused on specific learning plans.

Thank You

I would like to take this opportunity to thank our Board of Education on its ongoing support of our students and staff in Living Sky School Division No. 202. As I have mentioned before, the Board certainly lives according to its Vision of *Growth Without Limits, Learning For All.*

Of course, I would also like to thank our staff and volunteers. These individuals work so very hard to see that we are providing a meaningful, engaging and relevant school experience for our students. Thank you on behalf of our students.

First Day of School

Curriculum and Instruction Report

Brian Quinn, Superintendent of School Operations, Curriculum & Instruction
Cathy Herrick, Superintendent of Curriculum & Instruction
Jim Shevchuk, Superintendent of Curriculum & Instruction

Reading

Over the past number of years, schools have assessed reading using a variety of formal and informal assessment tools. Before the fall of 2012 there was no coordinated, standard reading assessment used systematically. In 2011-12, several schools using DRA or Fountas & Pinnell testing materials were provided support to collectively analyze their data using common data collection and conversion tables. Data analysis was used to support "next steps".

Using two data sets for comparative purposes, while still useful, requires extra time. A decision was made in June 2012 to use the Fountas & Pinnell Reading Assessment to collect reading data in grades 1-3 across the division. The fall data collection process in 2012 included the training of teachers. Living Sky School Division expectations for reading levels align with provincial standards.

Teacher discussion of a "year's growth" versus "meeting grade level" expectations is worthy of further exploration. Classrooms utilizing the Daily 5 as a regular part of their instructional practice found that many of their students made significant gains.

The following reading goals have been set for the upcoming years:

By June 2013, baseline data of independent reading levels for all students in grades 1 to 3 will be collected using Fountas & Pinnell assessment kits and division standardized practices.

By June 2014, there will be a 10% increase in Grade 2 students reading at an independent level as measured by Fountas and Pinnell. (Using baseline data from Spring, 2013)

By June 2015, there will be a 20% increase in Grade 3 students reading at an independent level as measured by Fountas and Pinnell. (Using baseline data from Spring, 2013)

UPS Reading Night

Writing

A committee of administrators, teachers and Central Office staff was struck last winter (2012) to make recommendations to the Board of Education related to specific learning goals for the Operational Plan. The committee reviewed both reading and writing data from the AFL and CAT 4 tests. After careful review and discussion a division based writing goal was recommended to the Board of Education:

By June 2015, 80% of students in grades 3, 6, 9 & 12 (who have been registered for 1 or more years in LSSD) will achieve grade level proficiency (level 3) on provincial writing rubrics on a published piece of expository writing.

Student writing will be collected and collaboratively scored. Teachers will score multiple writing samples from multiple schools on a grade alike common scoring day. All students will receive written feedback in addition to a rubric score. Where possible, grade 12 students completed their expository writing sample in the context of their Social Studies classes to involve more teachers in the teaching of writing. Refine the assessment process: prompts, protocols, scoring.

Mathematics

With the renewal of the math curriculum, teachers required support to shift their pedagogy to meet curriculum expectations. Many elementary teachers are generalists who lack expertise in mathematical thinking and processes. First Steps in Math training continues to offer teachers research based best practices to help students reduce achievement gaps.

Numeracy has become a division wide focus after a committee of administrators, teachers and Central Office staff was struck last winter (2012) to make recommendations to the Board of Education related to specific learning goals for the Operational Plan. The committee reviewed math data from the AFL and CAT 4 tests and made a recommendation to the Board of Education for a division based numeracy goal: By June 2016, 80% of Living Sky Students will achieve level 3 (proficient) in grades 2,5,8,10 on collaboratively scored performance tasks in the number strand.

Supports for Students and Teacher Learning

Well-being:

- Universal Strategies/Self-Regulation
    - Fully implemented by Cando school, with staff supporting other schools
- *Tell Them From Me* survey provides baseline (2013 Spring) lifestyle information on diet and nutrition, exercise, and bullying.
    - Schools have used the data from the survey to develop plans to address specific items in the survey
        - e.g. UCHS has created strategies to address digital citizenship
- Brain Dance, explores the way people self-regulate through movement and build better brain function. Conducted by our Artist in Residence dancer, Ashley Johnson. She has partnered with Student Services at times to look at specific program needs for students.
- Special programs to meet student needs - justice, sexual health, child care and parenting, counseling, inner awareness

Cultural Literacy was enhanced by:

- "Living Histories" projects in each school - 2011-2012 delivered 78 projects, designed to meet specific classroom needs and request. The focus is on curriculum connections, FNM content and ways of knowing, with guest artists and cultural leaders
- Old Crow Cultural Exchange program, with students from Cando travelling to the far north to participate in a First Nations culture camp to achieve specific curriculum outcomes.

- Other programs include: drumming, singing, regalia making, dancing, storytelling.
- Land based learning programs - including Sweat Lodge and other ceremonies.

Creative Literacy:

- Arts and Learning teacher leaders, in conjunction with the Ministry of Education developed online units and videos as support material for the curriculum. Also creating rubrics and assessment tools for a creative disposition.
- *LIVE Arts* pilot project in North Battleford in conjunction with the Ministry of Education and Saskatchewan Arts Board. Involved 7 classes, 3 artists and a Communication Media class to assist with broadcast to the province.
- Dancer in Residence, Ashley Johnson is creating resources for the LSKY website, writing lesson plans/units, and collaborating with teachers in the classroom. Focus is on creative dance and also Brain Dance as a self-regulatory tool.
- *ArtsSmarts "What We Learn From Mucking About"* - a research project to better understand how we learn when we use a studio classroom approach. Grade 4 class in Medstead will transform their classroom, work with artists, and research their own learning.
- *Arts Alive website* - online resource with material from LSKY teachers and beyond.

Financial Literacy

- Funny Money Presentation (Spring 2012):Hosted in 2 sites for grades 10-12 students.
- Junior Achievement has partnered with community businesses to provide support and information to students with regard to financial management.

Spiritual Literacy

- First Nations ceremonial practices at some schools - including smudging, prayer, Elder teachings and traditional counseling.
- Elder in residence program.
- Elders Council: A group of First Nations Elders from our communities advise our Board and staff on ways to affirm and engage First Nations and Metis students in Living Sky Schools. They also provide ceremonies for a students and staff, such as Smudging, Round Dances, and Sweats.
- First Nations and Metis Worldview: Through our Living Histories and Treaty 6 projects, Living Sky is helping all our students and staff experience and appreciate aboriginal spirituality and worldviews.
- St. Vital Catholic School: The Catholic church is the foundation for Christ-centered teachings, influencing all aspects of school operations.
- Meadow Lake Christian Academy and Heritage Christian Schools (Associate Schools) offer a family oriented and Bible centered educational experience in a small school setting.

Summer Reading Literacy

- 50 students from Living Sky School Division participated in the Summer 2012 program.
- A future goal is to track these students to monitor reading engagement and maintenance of reading levels.

Student Assessment

A balance of local, provincial, and national assessment tasks and data are integral to planning and decision making. Teacher development of common assessments in conjunction with their implementation and scoring has, and will continue to, strengthen the assessment literacy of teachers.

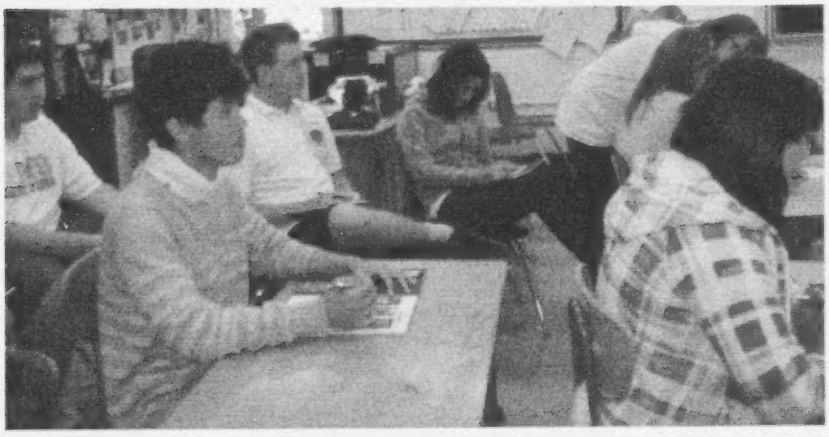
Testing to support student learning included:

- CAT 4 -19 Schools
- BC Diagnostic Math Assessment: 8 Schools
- Reading Assessment: DRA or Fountas & Pinnell
- Woodcock Johnson III Achievement Assessment for use with students K-12

The effective analysis and use of data to improve instruction and student achievement continues to be an area for more development, with attention to specific interventions/supports. Reading data analysis and Tier 1 interventions has been a significant beginning.

Transitions: Pre-K – Post-Secondary / Work

- Early years assessments used to program for Pre-K and Kindergarten students. Information from assessments is shared among teachers to aid planning for successful transitions between Pre-K and Kindergarten, and Kindergarten to Grade 1.
- Orientation events are planned for students moving from elementary schools to high schools
- 38% of high schools hosted Parent Career Information evening which highlighted career related opportunities, financial planning and post-secondary programs. 58% of grade 12 students requested this program.
- Out of those participating in a job shadow, 58% would recommend the experience. They found it informative (29%); a great way to explore interests (26%) and helped them decide what to do in the future (26%). More work needs to be done to promote the job shadow program and work out insurance issues.
- 72% of grade 12 students created a portfolio. Surveyed students indicated that the portfolio: helped them learn more about themselves and their skills and abilities (10%), reflect on their accomplishments (23%), prepare them for a job interview (13%), apply for scholarships or to a post-secondary institution (6%). More work needs to be done in revising portfolios and providing useful applications for them.
- Grade 12 Exit Surveys reported: 29% are comfortable about writing a resume, 39% are comfortable searching for employment, 29% feel comfortable about completing a job application, 32% feel comfortable during a job interview, 16% feel comfortable locating information about post-secondary programming, 19% feel comfortable about applying for scholarships, and 19% felt comfortable with their money management skills.
- Try-A-Trade was held in the Battlefords that focused on the trades and provided hands-on opportunities for students.
- A 'community data bank' of business supporters was established to create community connections which will help smooth the transition from school to the work force and support students in their career exploration.



Career Day

English as an Additional Language

- The number of EAL students in the division continues to grow. A division-wide system of testing for language levels has been implemented. Schools have access to a bank of strategic interventions and resources.
- CERTEST training has been available to anyone in the division who wishes to better their understanding of teaching another language
- Establishment of an EAL committee to gather resources, share experiences and new methodologies.
- Professional translation service utilized by schools and families.

Professional Learning

- Teachers across all subject areas have been active participants in unwrapping new curricula, creating outcome based rubrics, and working collaboratively to strengthen their understanding of renewed curricula and effective pedagogy especially in the areas of numeracy, writing, reading, and technology.
- All teachers in the past two years have been immersed in the language and practices of differentiated instruction. Teachers have received 2-4 days of hands on training, a copy of the Differentiated Tool Kit flipchart, and shared their stories of changed practices inside and outside of their schools. The integrated use of technology to enhance student engagement and achievement has been monitored closely over the past two years.
- To meet a variety of learning styles, needs, and division/school based goals a diverse selection of professional learning activities were available. Participants could choose from boot camps, short online sessions, in depth topic specific sessions, and/or individuals could design their own session with resource personnel to meet personal learning targets.

We believe:

1. Student learning is priority number one.
2. Students learn and staff work best in caring, respectful environments.
3. In relevant, responsive, results orientated curriculum.
4. Collaborative, authentic partnerships build strength.
5. Our organization is accountable to students, parents, and community.
6. In prevention and early intervention as most effective practice.
7. Our organization strengthens through shared leadership.

Guiding Values and Beliefs

Living Sky School Division adheres to the following values:

- Care
- Courage
- Inclusion
- Integrity
- Trust
- Commitment
- Honesty
- Innovation
- Mutual Respect

Technology Report

Jim Shevchuk, Superintendent Curriculum & Instruction
Donna DesRoches, Learning Consultant – Learning Resources
Jason Caswell, ICS Manager

Infrastructure Updates

Whereas 2010-2011 was "caretaking year", 2011-2012 was an "assessment and foundation year". With a new IT Manager in place all systems and services were evaluated. Some critical technical and departmental issues were identified:

- Average age of end points (desktops, laptops, etc) was between 6 – 10 years and rapidly failing
- Inconsistent deployment of devices; not every teacher had a dedicated device
- Improper of misconfigured network deployments
- Multiple Windows domains made for slow updates, complex deployments
- Aging core server infrastructure with limited disaster recovery options
- Multiple student information systems and methods of data collection
- Exchange email system not configured to best practice
- Department aligned for a break-fix-patch, not proactive-project
- Inventory of devices was inconsistent and incomplete

Approximately 550 Windows devices, primarily laptops, were deployed to staff and students last year. 450 additional iPads were deployed in one-to-one projects, for student use, and targeted student services objectives. Roughly 900 desktops, typically 10 years old or more, and 100 laptops, typically 6 years, were removed and replaced though this process.

In order to meet the requirements of many of the upcoming projects, each teacher and librarian has been supplied a mobile device of some sort, typically a laptop.

Devices that had been deployed were often not functioning as expected. A good example of the issues faced would be like a quality of service (QoS) tagging problem on a wide area network (WAN) connection with a delayed fibre installation.

Instructional Technology Updates

One-to-one Learning Program Implemented

Ubiquitous access will lead to increased student engagement, and the meeting of learning outcomes.

- 845 devices provided to students in Spiritwood High School, Connaught, Luseland, Major and grade 9 students at NBCHS (2011-2012).

Data Collected

63% of parents feel that since having the Netbook their child's performance in school has improved.

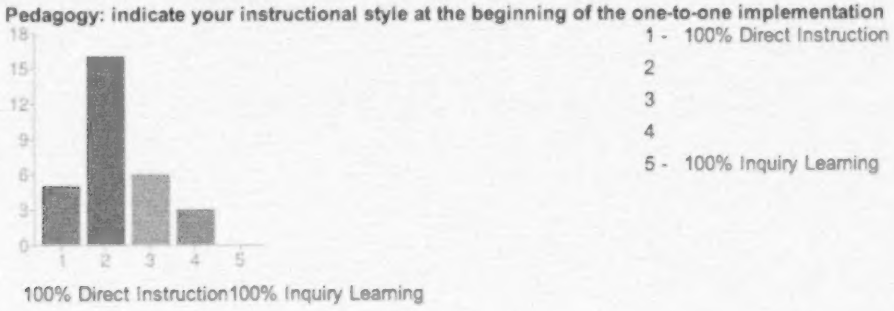
69.2% of parents believe that having ever-present access to a computing device helps their child to become more digitally literate at school, as preparation for post school life.

Questions relating to student engagement indicated that 85% of students believe that they are more engaged in their learning with immediate access to mobile technology.

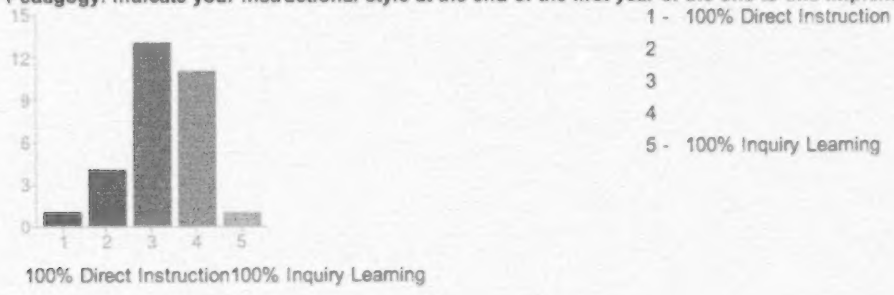
77% of teachers noted that their students are more engaged in their learning since the implementation of the one-to-one program.

Teachers noted the following changes in their instructional practice:

Pedagogy: indicate your instructional style at the beginning of the one-to-one implementation



Pedagogy: indicate your instructional style at the end of the first year of the one-to-one implementation



The Living Sky School Division Board of Education supported phase two of the *One-to-One Learning Program* with teachers of two new schools being provided with a device and a year of professional development and planning. At the end of the year both schools decided to become one-to-one ipad schools.

Digital Fluency: Our Goal – Use technology to Improve Student Learning!

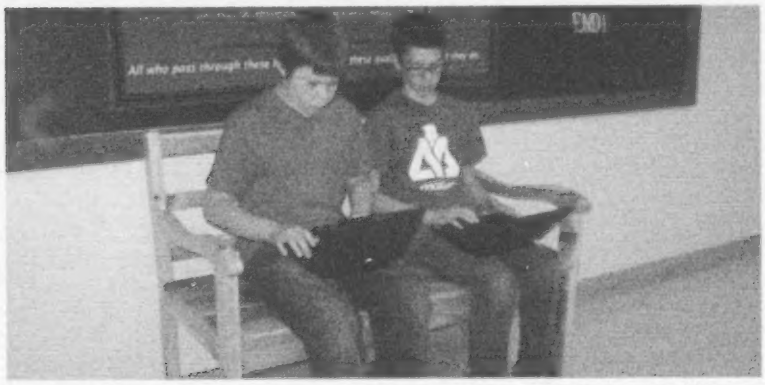
- Technology Bootcamps were offered to teachers as a way to increase their digital fluency with a focus on student learning and engagement. Topics included BYOD, Social Media, Connected Writing (Blogging & Twitter), iOS devices in the classroom and establishing a culture of sharing.
- 6 online workshops were offered about new tools and resources available to teachers to support classroom instruction including the instructional use of social media. (online/blended learning, Facebook as a school communication tool, Evernote and Inquiry learning, and using iOS devices in the classroom)
- Lead technology teachers met to learn, discuss and share best practices to meet the inquiry learning outcomes and indicators: information/digital fluency and digital citizenship.
- Lead technology teachers met and brainstormed key competencies in digital fluency - http://learningandtechnology.wikispaces.com/May+2012+Meeting.

- The Learning Consultant spent at least one day in each school modeling a technology lesson in invited classrooms. The focus of each lesson was on writing using an online writing prompt and tools in *Word* or a digital storytelling activity using *PuppetPals, ToonTastic* or *ComicLife*.
- The Learning Consultant and Technology Manager visited with each school's administration to discuss technology requirements based on specific learning needs and curricular outcomes.
- Plans were made to ensure that each teacher was provided with a device as a strong incentive to use technology in their instructional practice and to ensure access to the new Student Information System.
- BYOD was discussed as a means of providing increased, equitable access to all students. Guidelines were created and distributed to all schools.
- School library teams were provided with support and time to create a school library web presence. These virtual libraries direct staff and students to Ministry, division and school-based resources. E.G. http://majorschoollibrary.wikispaces.com/Elementary
- The following projects are noted as exemplars in use of technology for instruction, the attainment of digital fluency and connected, authentic learning.
    - Journalism 20 – students created and implemented a media strategy for the reporting of *the 2011 Provincial 4A Boys Volleyball* including a blog, twitter feed, live streaming and reporting to SHSAA -http://2011provincial4aboysvolleyball.blogspot.ca
    - Grade 7/8 ELA – students read the *Willow Award* novels and collaborated via blogs, *Today's Meet* and the use of online creation tools. http://willowawards2011project.wikispaces.com/home
    - With adult support Pre-K students became adept at using their class set of iPods to document their learning. http://angelayeaman.blogspot.ca/
    - Science 10 - students used a motion detector connected to a netbook to observe and describe the motion of everyday objects. Students also used the netbook to analyze the motion of the impulse car they create.

Learning

The initiatives and activities of the year led to several key action points for the coming year:

- To craft a technology vision and planning framework
- To revise and update the current Acceptable Use Policy (AUP) to reflect the use of social media, BYOD, and the incoming G4 network
- To tighten technology professional development with division and ministry initiatives, e.g. math, writing and inquiry
- To tighten and communicate iOS management and compliance
- To create a digital fluency compendium to assist teachers with integration
- To provide quality video streaming support (equipment and personnel)



SHS Netbooks

Human Resources Report

Brenda Vickers, Superintendent of Human Resources

Introduction

The Human Resources (HR) Department deals with the management of people within the school division.

HR personnel serve numerous functions: creating recruiting strategies, developing processes for hiring staff, providing opportunities for employees' professional development and ensuring effective supervision and evaluation procedures. In addition, HR represents the employer's interests in meetings with the STF, CUPE and Tri-West Teachers' Association.

During the 2011-12 school year HR worked on several projects:

1. **Conditions of Employment**
   In the fall of 2011, we created a handbook *(Conditions of Employment)* for non-unionized employees. The document serves as a guide regarding employment-related matters such as hours of work, leaves and sick time.

2. **Paperless Pay Stubs**
   In an effort to become *greener,* by May 2011 most employees were accessing their pay information through the web portal. Paper pay stubs are still available for some employee groups.

3. **Staffing Guidelines**
   HR strives to assign professional and support staff to schools transparently, keeping in mind the necessary balance of equity, acceptability and affordability.

   For the fall of 2011, Human Resources, in consultation with school-based administrators, developed professional staffing guidelines to help ensure the equitable placement of teachers in each of the division's schools. The guidelines consist of several factors we consider to determine the number of teachers allocated to each building.

   In the spring of 2012, we created guidelines for support staff including library assistants/technicians, secretaries and educational assistants. The guidelines help to ensure that our support resources are being deployed in a manner that is equitable, acceptable and sustainable. More specific information follows:

   Library Technicians and Assistants: The vast majority of library technicians and assistants now work 197 days per year (all student and non-student days).

   Secretaries: Most school secretaries now work 200 days per year. This allows them to work all school days including those on which students do not attend and to have three discretionary days to use as required or as assigned by the principal.

   Educational Assistants: Educational assistants work 192 days per year. This means that they work all days that students are in attendance and have several days remaining on which they attend division-based and school-based professional development sessions.

   The staffing guidelines for educational assistants are based on several relevant factors such as the total number of students attending the school, the number of students requiring extra support and the type of special programming offered.

4. **Job Evaluation**

Job evaluation (JE) is the analysis and evaluation of work for the purpose of determining the relative value of jobs within an organization. JE also provides good information for organizational analysis, succession planning, performance management and compensation. For a JE plan to be effective, care must be taken to ensure the system is as objective as possible.

After spending time learning about the job evaluation process and examining systems from various organizations, we decided to proceed with creating a JE plan for Living Sky School Division's out-of-scope employees. We were certain that the plan would be beneficial for several reasons:

a. It would provide us with a sound method for determining fair and equitable compensation.
b. It would allow us to address pay questions in a fair and objective way.
c. It would serve as a tool to determine pay for new or changed positions in the future.
d. It would bring people together to have in-depth conversations about the work they perform and facilitate the development of comprehensive, updated job descriptions.

In September 2011, we partnered with a consultant to develop a *point-factor* plan. This type of plan allowed us to consistently place a numerical value on work performed using defined factors and degrees (levels). Points were assigned to jobs, factor by factor, and were totaled to establish the value of each position. Jobs were then compared based on the overall point value.

Our plan consists of eight factors: problem solving, risk and impact, leadership/supervision, communication, physical, visual and aural demand, working conditions, education and experience.

The initial plan was presented to and approved by our senior leadership team in October. Soon after the plan had been approved, we shared it with each group of out-of-scope employees (HR/Payroll, IT, Student Services, Transportation and Facilities).

Each employee completed a job analysis questionnaire and met with his or her supervisor to review it before submitting it to HR.

In December, a team from the school division worked with our consultant to rate each job according to the factors included in the plan. The exercise concluded in the spring of 2012, and results were shared with each employee involved.

5. **Leadership Development**

In the fall of 2012 we implemented a leadership development program for two main reasons:

a. To build leadership capacity throughout the division, and
b. To develop a group of potential candidates for future school-based administrative positions.

The five leadership domains for Living Sky School Division (LSSD'S 5) follow:

A principal/vice-principal...

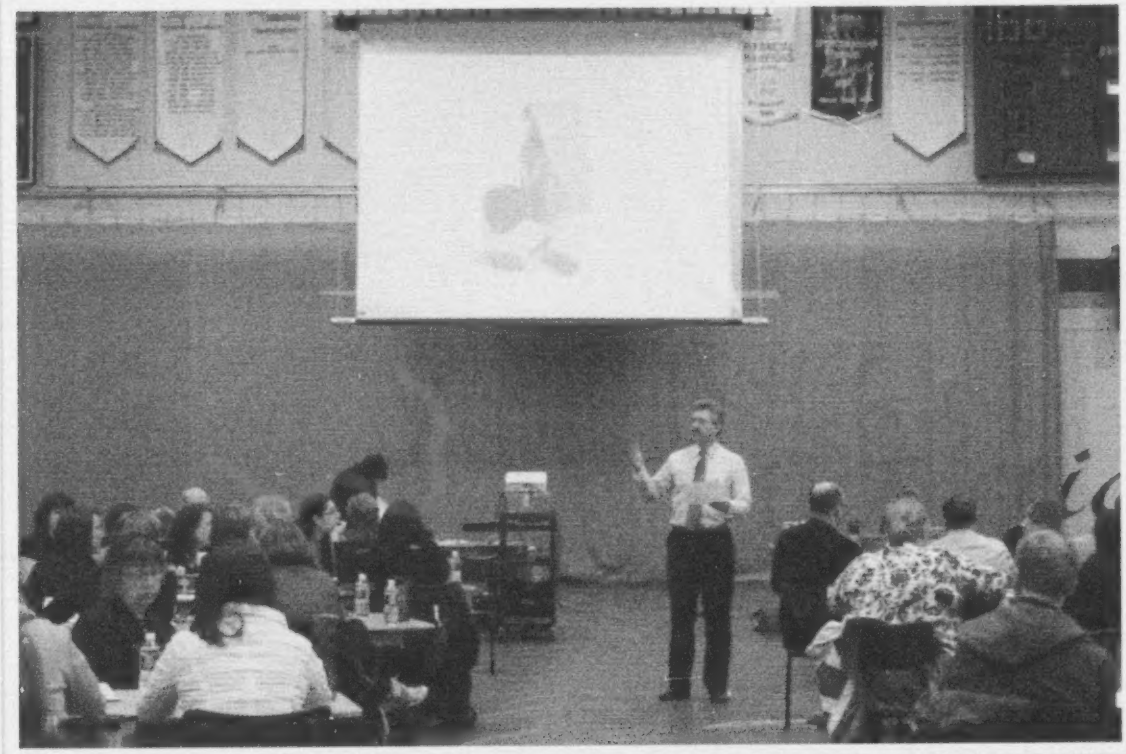
L: Leads Instruction
S: Sets Vision and Provides Direction
S: Secures Accountability
D: Develops People and a Safe, Respectful School Culture
'S: Strengthens the Educational Community

By the end of the 2012-13 school year, participants will have completed three of the six modules included in the program.

6. **Staffing Information**
   During the 2011-12 school year we filled 130 temporary and permanent support positions and 139 temporary and continuing teaching positions. Twenty support staff members and nineteen teachers retired.

7. **Moving Forward**
   The next school year looks like it will be a busy one! Some projects for 2012-13 follow:

   a. Our current CUPE agreement expires in August 2013. Negotiations will begin in the spring.
   b. We hope to implement a software system that will help us to automatically advance applicants through the complete hiring process of recruiting, candidate tracking, assessment and evaluation, interview management and onboarding.
   c. We plan to examine performance-based hiring as a potential model for Living Sky School Division.



Division-wide Professional Development Day

Mission

Shaping Our Future Through Thoughtful Schools

Thoughtful schools are schools where Students and Staff focus on learning.

- Commitment to respect self, others and property
- Learning to become full contributing members of society
- Learning to celebrate success

Student Services Report

Nancy Schultz, Superintendent of Student Services

Personnel:

Coordinator	.05 FTE (1 staff member)
Speech and Language Pathologists	4.8 FTE (5 staff members)
Psychologists	3.5 FTE (4 staff members)
Occupational Therapists	1.6 FTE (2 staff members)
Early Learning Consultant	1.0 FTE (1 staff member)
Counselors	6.0 FTE itinerant (6 staff members)
	8.0 FTE school-based
School Liaison Workers	8.0 FTE school-based
Administrative Assistant	1.0 FTE (1 staff member)

We have a total of 21 staff members in Student Services based out of Central Office, including the Superintendent position.

Students with Intensive Needs:

This year we have 364 students identified with Intensive Needs under the Provincial system, up from 206 last year. The breakdown of numbers in each category is on the attached information sheet. We have had a significant jump in the areas of students with mental health disorders, other diagnosis and PDD.
We also have 22 students designated as having Special Needs under INAC: 1 at Level 1 and 5 at Level 2, and 16 as Targeted Behavior.

PreK:

Angela Yeaman joined our Student Services team in August as the Early Learning Consultant (replacing our previous consultant. She has years of experience in early childhood education and is working hard to support our Pre-Kindergarten programs as well as those children 3 and 4 years old who have Intensive Needs in the Early Entrance program. We now have 12 Pre-Kindergarten programs running in 8 of our schools, as we added an afternoon program in Macklin. We are hopeful that we will be able to create additional PreK's next year.

Early in the year our Prekindergarten teachers spent time reviewing our PreK program enrolment practices. In consultation with prekindergarten teachers, school administrators and community agencies we have aligned our PreK enrolment process across the division and now have several supporting documents to assist with this process, including:

- Division-wide PreK information brochure
- Division-wide PreK application form (revised April 2013)
- Division-wide PreK Student selection process
- Division-wide PreK Teacher's Handbook (completion date April 2013)

Our Prekindergarten teachers have continued to work with the Ministry's Essential Learning Experiences (ELEs) to make the learning and work of students visible to parents. PreK programs are using the Developmental Profile ("report card") and Portfolio based assessment in reporting to parents. All PreK programs are also integrating student-led conferencing into their programs through their Celebrations of Learning held during the spring reporting period.

We are continuing to strive to create engaging, play-based learning environments for our Prekindergarten students. To support this, our Early Learning Consultant is taking training to evaluate the quality of our

Prekindergarten environments to assist teachers in identifying the strengths of their programs and areas that need continued focus and support. In the fall 2013 all Prekindergarten environments will be assessed by our Early Learning Consultant and improvements plans will be developed in consultation with the prekindergarten teacher.

Our Prekindergarten programs are also a part of the Ministry of Education's implementation of the Early Years Evaluation. We will be piloting the EYE-DA in 3 PreK schools this fall and in all PreK and K programs in September 2014.

EYE: Early Years Evaluation

- Only 4 year olds and Kindergarten students
- Implementation plan is included at the back of this document

Critical differences between the EDI and EYE:

- EDI is used to look at groups of children (monitor, compare and predict) – once every 2 years
- EYE is used to assess individual children so instruction can be differentiated – twice per school year
- EDI data is shared with schools, communities and governments – plan for further community based services
- EYE results shared with schools to support interventions at the school level rather than community based plan.

Service Delivery:

For the past few years we have been talking about and moving towards change in how we provide services to students and teachers. We concentrated our service delivery more on classroom based support. Our Student Services personnel are working more directly in the classroom with the teachers and students, observing, offering intervention ideas, support such as co-constructing and modeling, and providing much more follow-up to recommendations.

Large scale Student Services Teams have been established in many of our schools . These teams are fluid, and membership is based on teachers that want some support with a student they are working with and others (teachers, EA's, Central Office professionals, outside agency representatives, etc.) that know the child and may be able to offer guidance. We have increased our targeted schools to 16 and have focused on regular team meetings with solution-based outcomes. A large team review will take place in May to determine if they are meeting the needs of the school, classroom teachers and students.

Since implementing the school teams, there have been many requests from teachers and administrators to help with increasing inclusionary practices for students with intensive needs. As a student services team we have decided to focus our work with school teams to support inclusionary practices in the schools. One of our departmental goals focuses on independence for students with intensive needs (By June 2014, 80% of students with an independence outcome will reflect purposeful planning and programming for independent needs in their Inclusion and Intervention Plan by using self-talk and self-monitoring strategies and will have recorded "achieved" on their progress monitoring form).

One school last year was selected to begin the Inclusionary Practice Pilot for a student that is Deaf/Hard of Hearing. This year, the Coordinator continues to work on this project with 5 additional schools. The schools are asked to complete a Programming Rubric to determine where they see themselves in terms of inclusionary process. The Coordinator works with the team through a structured observation and interview in order to provide support and set goals.

I would like to share some "highlights" from members of the school teams that have participated in the pilot:

- The process was excellent. I think the most important piece is how much better I got to know the student.
- Strategies for greater peer interaction and adapting activities that could involve the specific student to a higher extent.

- Great session spent plenty of time spent going over where we are as a school within the rubric. Plans were made for transitioning and supporting the child and her family. Jennifer made it a very pleasant exercise.

Future Action Plans:

1) Moving the 4 itinerant counselors from office based to school based. The needs of our schools based in Kerrobert, Macklin, Leoville, and Spiritwood are high. Basing the counselors within the schools will increase student contact time particularly as the counselors are trying to incorporate co-construction into their universal strategies.
2) Partnership with Health – due to the increased number of students with mental health impairments and severe behaviors we are investigating a partnership with Health to look at the possible implementation of psych nurses. If the partnership goes forward, we are looking at the creation of a mental health classroom here in the Battlefords, or support of a psych nurse in our behavior programs (S2, Phoenix/Manacowin). The other health regions within our school division boundaries have also been contacted in hopes that they wish to partner as well. This additional partnership hopes to provide psych nursing positions in the north, and south zones of the division.

Goals:

Our goals for student services were developed using the Student Support rubric evaluation that schools submitted. Areas of need were determined from low ratings on the rubric and from anecdotal records from large school team meetings. Student Services will be working toward the goals of student independence, designing the instructional program and behavioral supports.

By June 2013 75% of all teaching staff will demonstrate a mindset and universal application of Response to Intervention framework with attention to developmentally appropriate levels of dependence or independence. By June 2013, 90% of PPP's will show evidence of a team approach and have curricular outcomes embedded within goals.

By June 2013, more global supports are in place in the school division to provide more equitable programming. By June 2013, the Assistive Technology committee will develop and utilize a process to aid in decision-making regarding what assistive technology to purchase, how it will meet student needs, and how it fits into division capabilities/goals.

Eclipse Program Demonstration

Communications Report

Shannon Lessard, Sr. Executive Assistant/Communications

Living Sky School Division is committed to open, honest and ongoing communications with our stakeholders. We understand that maintaining a two-way conversation with stakeholders is essential in building relationships. These relationships are the foundation of a strong school system.

School – Community Engagement

Living Sky School Division has coordinated a number of activities that engages the school and community.

Service Recognition Celebration

The annual event is hosted by the Board of Education and recognizes the contributions of Living Sky employees. Milestone years of service and retirees are recognized. The 2012 event was held on Friday, May 25th at the Battleford Arena in the Town of Battleford.

Student Hall of Fame

The fourth annual Student Hall of Fame was held on Thursday, June 12th. The event recognizes the achievements of students in Grade 10, 11, and 12. Each year students who receive an award are invited to attend the celebration with their parents/guardians. NFL Hall of Famer and NBCHS Alumni, Rueben Mayes, was the special guest and delivered the keynote address. Approximately 1000 people attended the event.

Service Recognition

Student Hall of Fame

School Community Council Annual Workshop

The annual School Community Council Workshop was held on October 27th in North Battleford. SCC members attended from 25 School Community Councils. A number of sessions were offered to the participants. The event continues to be a professional development opportunity to SCC members.

Annual Meeting of the Board of Education

The AGM is held once a year in order for the Board to report on activities during the year. Meeting locations change each year and the 2012 AGM was held at Macklin School.

Communication

A multi-faceted approach to overall communications helps ensure greater impact of messages. The following list details the internal and external communication channels LSSD utilizes:

Electronic Communication

- Division website (www.lskysd.ca)
- News stories featuring school and student achievement are featured on the website homepage
- School web pages
- Curriculum blogs
- Sharepoint Sites
- Group Email lists
- School Videos
- Social Media: Facebook (www.facebook.com/lskysd), Twitter (www.twitter.com/lskysd) Pinterest (www.pinterest/lskysd)

Print Communication

- Division brochure
- Notepads and Folders for workshops
- Promotional items (logoed mousepads, travel mugs, USB drives, pens, pencils, etc.)
- Board Policies and Meeting Minutes available on the website
- Quarterly Newsletter highlighting student achievement, promoting upcoming events, and sharing Board of Education and Central Office staff information – emailed to all division staff, media and other stakeholders and posted on the website.

Media Communication

- Print Newspaper advertising:
    - Welcome Back to School, Christmas, Education Week, Teacher Staff Appreciation Week, School Year Calendar, Annual Public Meeting, Kindergarten Registration and Graduation campaigns. Joint advertising for Back to School, School Calendar and Kindergarten Registration with Light of Christ School Division continues.
- Radio advertising as well as public service announcements for school events.
- Submission of articles and media releases to provincial publications
- Media Releases are sent out to media and stakeholders throughout the division to promote division achievements and events as well as to keep stakeholders informed of Board developments.

Interpersonal Communications (Events, Workshops, etc.)

- Administrative Council Meetings
- Annual School Community Council Workshop
- New Teacher In-service
- New Principal Workshop
- Teacher and Support Staff Workshops
- Service Recognition Celebration
- Student Hall of Fame Celebration
- Annual Public Meeting

Communication Goals

- Develop and maintain positive, collaborative relationships with all stakeholders to strengthen support for Living Sky School Division.
- Utilize a variety of media to maximize awareness and support of the division's goals, objectives and programs.
- Establish an effective employee communication plan to improve internal communication and employee engagement.
- Establish strong, positive connections between individual schools and their communities.
- Achieve coordinated communications, both internally and externally, regarding safety issues and crisis management.
- Promote a clear brand identity for the division and build on that image and reputation.
- Maintain a proactive media relations program to enhance the division's image on a local and provincial level.

Business Report

Lonny Darroch, Chief Financial Officer

Accounting / Finance

The accounting / finance department continued with the implementation and enhancements to the accounting system. Public Sector Accounting Board standards continue to be implemented. The direct involvement of the Office of the Provincial Auditor in the audit process continued with the August 31, 2012 audit. School division financial information is now included in the Summary Financial Statements for the Province. The School Division recorded a surplus of $6,731,374 for the year ended August 31, 2012. The surplus was in part due to an increase in provincial grants relating to a property tax collection reconciliation that was not accounted for at August 31, 2011 and the deferral of a number of renovation/construction projects.

Facilities

The department continues to provide support to schools for maintenance and small renovation jobs. During the 11/12 year facilities received about 2100 service requests and completed 1938 of these requests.

The main ministry initiatives have been on Pre-K programs and daycares. On the Facilities side HVAC upgrades have been an on-going focus and completing fire alarm upgrades. Total of 105 projects worth 2.5 million dollars.

- CKES- new boilers and controls
- Norman Carter- 6 furnaces
- A number of Fire alarm panels and devices
- Macklin Pre-K completion
- Lawrence Pre-k
- Designs for McKitrick- Pre-K, daycare and Kitchen Renos

All schools within the division have had either new fire alarm panels (addressable system), devices and auto dialing to ADT for direct dialing to the local fire department (No longer have unprotected schools outside of regular hours of operation or during school breaks).

This year has allowed us to switch a lot of carpeted areas to maintenance free VCT tiling within the school and upgrades to lighting and ceilings.

Kindergarten Room

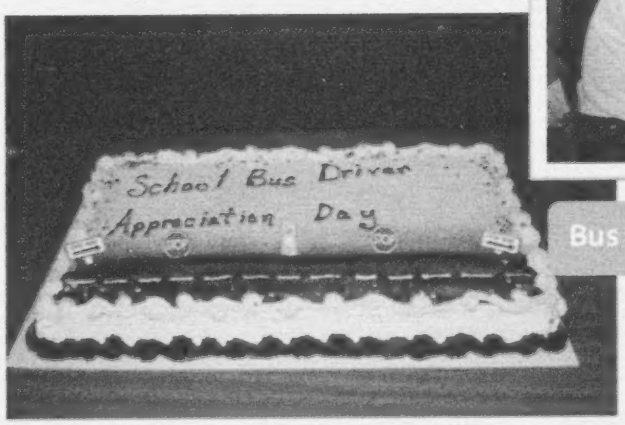
Transportation

In 2011-12, 3300 students traveled to and from school on 121 routes. One urban route was added to the City of North of Battleford making a total of seven routes operating within the city. 12 Blue Bird buses were purchased ensuring our commitment to having buses less than 10 years old operating in our division. A new Handi Van was purchased to accommodate special needs students at the North Battleford Comprehensive High School.

During the 2011-12 school year, the department continued with bus driver professional development workshops which included a one-day informative session on defensive driving and also a one-day St. John's Ambulance Certified First Aid course.

The Bus Garage was officially opened in April 2012. An assistant manager, two tradespersons and two mechanics were hired to accommodate the mechanical needs of our fleet of approximately 100 buses. The eight bay facility was equipped with two sets of wireless independent hoists and other specialty tools required for the maintenance and repair of the buses. The shop will focus on preventive maintenance by stocking frequently used parts.

New Bus Lift



Bus Driver Appreciation Day

Financial Report – Balance Sheet

Living Sky School Division No. 202
Consolidated Statement of Financial Position
as at August 31, 2012

	2012	2011 (Restated)
Financial Assets		
Cash	19,092,994	18,118,017
Short Term Investments	88,600	88,600
Accounts Receivable	13,529,252	12,148,088
Long Term Investments	40,712	185,111
Total Financial Assets	**32,751,558**	**30,539,816**
Liabilities		
Provincial Grant Overpayment	13,950	-
Accounts Payable and Accrued Liabilities	3,008,111	3,829,068
Long Term Debt	600,000	700,000
Liability for Employee Future Benefits	1,562,000	1,461,900
Deferred Revenue	2,238,362	1,800,666
Other Liabilities		
Total Liabilities	**7,422,423**	**7,791,634**
Net Financial Assets (Net Debt)	**25,329,135**	**22,748,182**
Non-Financial Assets		
Tangible Capital Assets	36,376,618	32,215,392
Prepaid Expenses	166,303	177,108
Total Non-Financial Assets	**36,542,921**	**32,392,500**
Accumulated Surplus (Deficit)	**61,872,056**	**55,140,682**

Financial Report – Revenues and Expenses

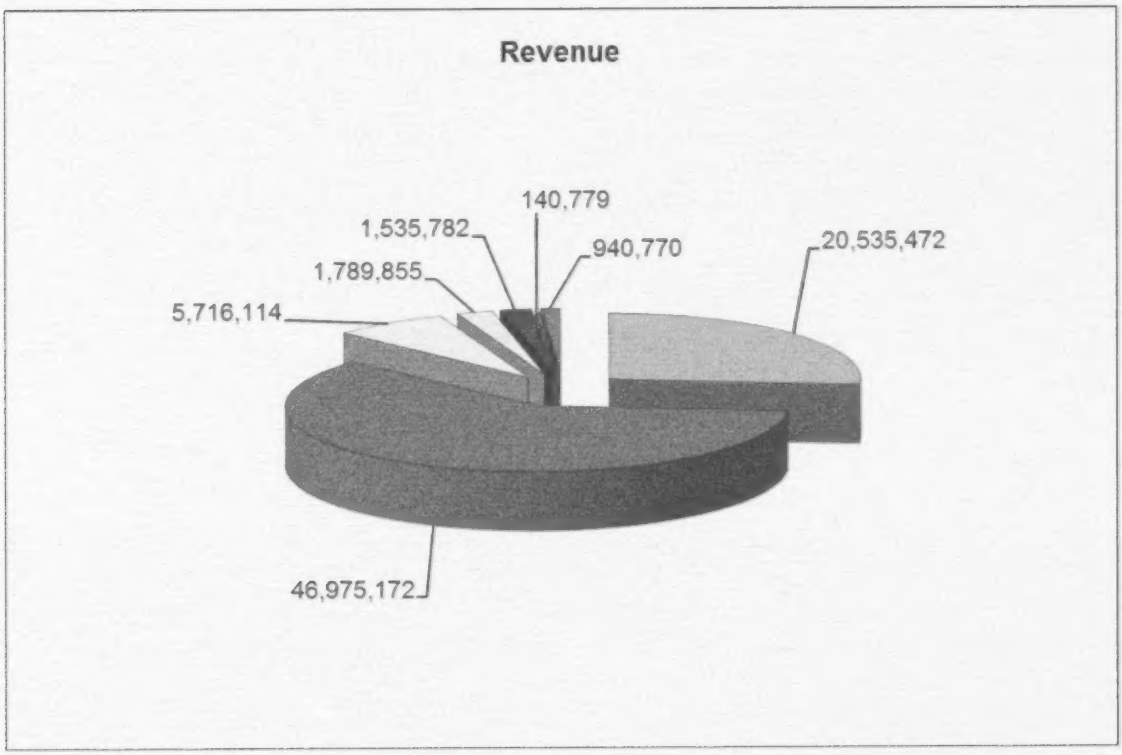
Living Sky School Division No. 202

Consolidated Statement of Operations and Accumulated Surplus (Deficit)
for the year ended August 31, 2012

	2012 Budget (Note 19)	2012 Actual	2011 Actual (Restated)
REVENUES			
Property Taxation	20,343,271	20,535,472	21,150,465
Grants	44,582,495	46,975,172	42,072,664
Tuition and Related Fees	4,650,000	5,716,114	5,296,287
School Generated Funds	2,065,000	1,789,855	1,881,413
Complementary Services	898,500	1,535,782	1,136,425
External Services	121,000	140,779	169,061
Other	305,000	940,770	989,530
Total Revenues	**72,965,266**	**77,633,944**	**72,695,845**
EXPENSES			
Governance	464,610	461,651	383,360
Administration	1,473,487	1,482,723	1,420,405
Instruction	46,045,787	47,792,848	45,024,919
Plant	13,278,224	9,595,648	11,234,090
Transportation	6,607,513	6,373,388	5,988,854
Tuition and Related Fees	385,000	135,486	272,824
School Generated Funds	2,065,000	1,871,861	1,867,992
Complementary Services	1,814,465	2,749,736	2,292,171
External Services	459,140	392,765	315,665
Other Expenses	110,000	46,464	95,504
Total Expenses	**72,703,226**	**70,902,570**	**68,895,784**
Surplus (Deficit) for the Year	**262,040**	**6,731,374**	**3,800,061**
Accumulated Surplus (Deficit), Beginning of Year	**55,140,682**	**55,140,682**	**51,340,621**
Accumulated Surplus (Deficit), End of Year	**55,402,722**	**61,872,056**	**55,140,682**

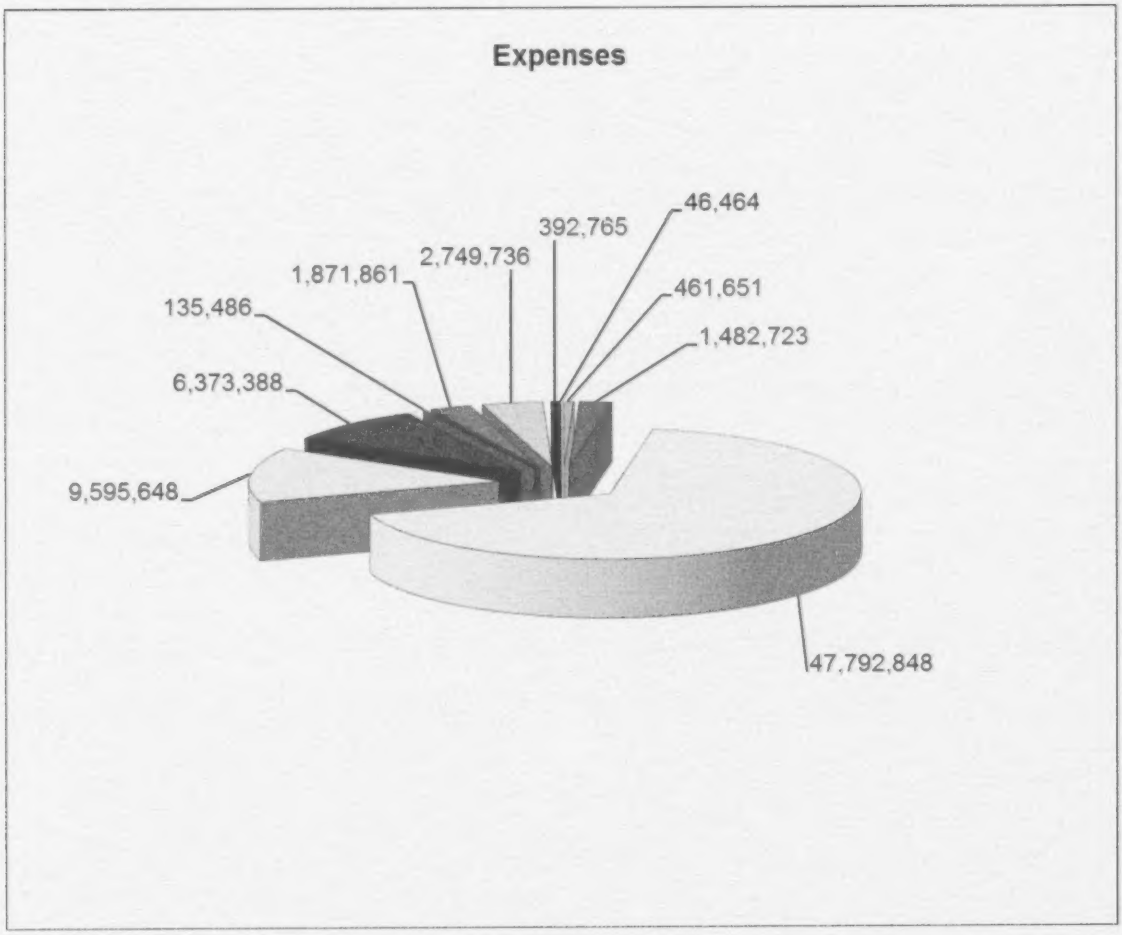
Financial Report – Revenues

Revenues	Dollars	%
Property Taxes	20,535,472	26.45%
Grants	46,975,172	60.51%
Tuition Fees	5,716,114	7.36%
School Generated Funds	1,789,855	2.31%
Complementary Services	1,535,782	1.98%
External Services	140,779	0.18%
Other	940,770	1.21%
	77,633,944	



Financial Report – Expenses

Expenditures	Dollars	%
Governance	461,651	0.65%
Administration	1,482,723	2.09%
Instruction	47,792,848	67.41%
Plant	9,595,648	13.53%
Transportation	6,373,388	8.99%
Tuition and Related Fees	135,486	0.19%
School Generated Funds	1,871,861	2.64%
Complementary Services	2,749,736	3.88%
External Services	392,765	0.55%
Interest and Bank Charges	46,464	0.07%
	70,902,570	



Financial Report – Net Financial Assets

Living Sky School Division No. 202

Consolidated Statement of Changes in Net Financial Assets (Net Debt)
for the year ended August 31, 2012

	2012 Budget (Note 19)	2012 Actual	2011 Actual (Restated)
Net Financial Assets (Net Debt), Beginning of Year	**22,748,182**	**22,748,182**	**20,727,849**
Changes During the Year:			
Surplus (Deficit) for the Year	262,040	6,731,374	3,800,061
Acquisition of Tangible Capital Assets (Schedule C)	(6,683,000)	(6,709,288)	(3,829,032)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	-	-	16,094
Net Loss (Gain) on Disposal of Capital Assets (Schedule C)	-	-	33,056
Amortization of Tangible Capital Assets (Schedule C)	2,269,761	2,548,062	2,134,727
Net Acquisition of Prepaid Expenses	-	10,805	(134,573)
Change in Net Financial Assets / Net Debt	**(4,151,199)**	**2,580,953**	**2,020,333**
Net Financial Assets (Net Debt), End of Year	**18,596,983**	**25,329,135**	**22,748,182**

Financial Report – Cash Flows

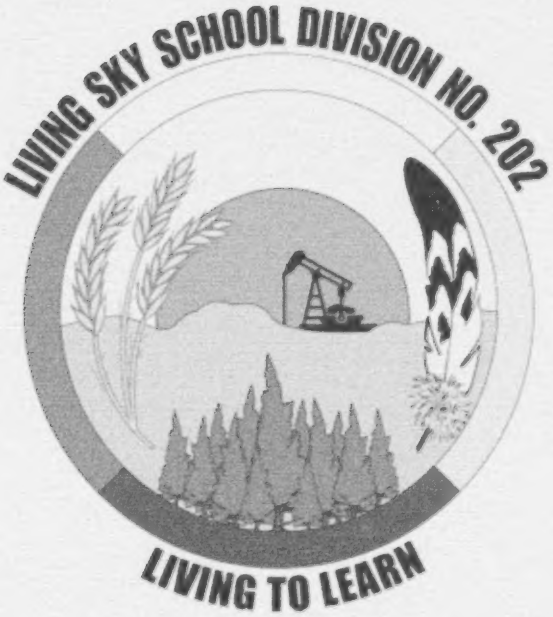
Living Sky School Division No. 202
Consolidated Statement of Cash Flows
for the year ended August 31, 2012

	2012	2011 (Restated)
OPERATING ACTIVITIES		
Surplus (Deficit) for the Year	6,731,374	3,800,061
Add (Deduct) Non-Cash Items Included in Surplus / Deficit (Schedule D)	2,548,062	2,167,783
Net Change in Non-Cash Operating Activities (Schedule E)	(1,639,570)	6,141,857
Cash Provided (Used) by Operating Activities	**7,639,866**	**12,109,701**
CAPITAL ACTIVITIES		
Cash Used to Acquire Tangible Capital Assets	(6,709,288)	(3,829,032)
Proceeds on Disposal of Tangible Capital Assets	-	16,094
Cash Provided (Used) by Capital Activities	**(6,709,288)**	**(3,812,938)**
INVESTING ACTIVITIES		
Proceeds on Disposal of Long Term Investments	144,399	2,684
Cash Provided (Used) by Investing Activities	**144,399**	**2,684**
FINANCING ACTIVITIES		
Repayment of Long Term Debt	(100,000)	(100,000)
Cash Provided (Used) by Financing Activities	**(100,000)**	**(100,000)**
INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	**974,977**	**8,199,447**
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	**18,118,017**	**9,918,570**
CASH AND CASH EQUIVALENTS, END OF YEAR	**19,092,994**	**18,118,017**
REPRESENTED ON THE FINANCIAL STATEMENTS BY:		
Cash and Cash Equivalents	19,092,994	18,118,017
CASH AND CASH EQUIVALENTS, END OF YEAR	**19,092,994**	**18,118,017**

Living Sky School Division No. 202

September 30, 2011 Enrolments

School	Pre K	K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	Other	Non-based	2011 Sept. 30 Enrolment
Battleford Central Elementary	16	52	49	39	61	63	57	62	54	57							510
Bready Elementary		35	23	34	32	28	33	21	35	29							270
Cando Community	12	5	6	8	4	10	8	5	5	12	20	50	24	38			207
Connaught Community	27	35	20	25	24	26	23	24	21	18							243
Cut Knife Elementary		19	19	23	25	12	24	21									143
Cut Knife High									24	28	20	25	16	18			131
Hafford Central		11	12	13	16	13	18	17	22	14	15	11	11	5			178
Hartley Clark Elementary		8	14	12	10	11	17	12									84
Heritage Christian	6	8	3	5	2	4	2	2	6	4	6	1	1	6			56
Hillsvale Colony		2	5	2	4	0	1	1	0	4							19
Kerrobert Composite		19	16	11	13	25	17	17	19	21	16	18	16	17	1		226
Lakeview Colony		4	6	0	3	0	4	5	0	3	3						28
Lawrence Elementary	24	26	19	24	17	26	30	19	25	14							224
Leoville Central		13	9	6	13	6	9	18	15	10	10	16	12	10			147
Luseland		12	10	10	6	11	8	13	15	15	18	14	18	16			166
Macklin		25	39	22	31	25	40	27	41	35	39	33	34	26			417
Major			4	3	2	5	5	5	4	8	2	1	4	6			49
Manacowin															5		5
Maymont Central		7	11	7	11	10	18	7	18	13	20	19	12	14			167
McKitrick Community	32	34	29	26	27	25	23	18	17	24							255
McLurg High									15	14	10	29	31	42			141
Meadow Lake Christian Academy		1	0	1	4	2	1	3	2	4	1	1					20
Medstead Central		12	9	12	12	11	17	8	20	10	12	12	12	8			155
Norman Carter		11	18	20	13	15	15	16									108
North Battleford Comprehensive High											166	205	190	211		22	794
Phoenix															14		14
Scott Colony		2	4	4	1	1	3	4	2	4	1						26
Spiritwood High									20	35	40	44	24	47			210
St. Vital	14	19	17	18	13	16	20	24	22	14							177
Unity Composite High									38	37	38	43	37	37	11		241
Unity Public	30	26	15	22	22	26	16	16									173
																	5584
Home Schoolers		5	7	11	3	9	7	13	7	9	7	4	3	3			90
																TOTAL SEPTEMBER 30TH ENROLMENTS	5674



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